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ABSTRACT

Part 1 of this report reviewed the three week teacher-training institute held at the University of Delaware during July and August 1971. Part 2 reviews some of the followup strategies used and demonstrated throughout Federal Region 3 over the past year (July 1971 to July 1972). Two model teaching demonstrations were developed and used throughout the year. One model extended motivational strategies introduced during the summer session and related these strategies to specific reading techniques for use within a unit on the reading of advertisements. The second demonstration centered on readability formulas, and delineated factors influencing readability and relationships among readability variables. (WR)

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# TEACHING READING TO UNDER-ACHIEVING ADULTS: PART TWO

## A Final Report of Follow-Up Activities

prepared by

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for

Federal Region Three

Delaware
District of Columbia
Maryland
Pennsylvania
Virginia
West Virginia

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## Introduction

Part one of this report reviewed the three week teacher-training institute held at the University of Delaware July 26 to August 13, 1971. As a result of this particular project, "Teaching Reading to Under-Achieving Adults," many activities encompassing the language-experience approach to learning continued throughout the year. Part two of the final report reviews some of the follow-up strategies used and demonstrated throughout Federal Region Three over the past year.

## Basic Demonstrations: An Overview

Two model teaching-demonstrations were developed and used throughout the year. One model extended motivational strategies introduced during the summer session, and related these strategies to specific reading techniques, for use within a unit on "The Reading of Advertisements." The second demonstration centered upon readability formulas, and delineated factors influencing readability and relationships among readability variables. The principal teacher-demonstrators, who also compiled these sections of the final report, were Ms. Rae Burton and Ms. Barbara Roewe.

# Some Pitfalls to Avoid in the Reading of Advertisements

by Rae Burton

Advertising is using many forms of linguistic techniques to get the consumer to buy products. Sometimes the words used can be colorful, extravagant, fraudulent, and incredulous. The Federal Trade Commission, Consumers Projection Agency and the Better Business Bureau are helping to control advertising. Because of the scrutiny and pressure from these agencies, large companies are improving the accuracy in the linguistics used in their advertising. However, the consumer protective agencies cannot pick up every deceptive ad. The consumer must be made more cognizant of the subtleties of linguistics used in advertising.

Ads pretend like short stories or dramas. The reader must learn to interpret them. Any reader who accepts the language of an ad or any other language at face value is an uncritical reader. Readers must read and read well. (Kline, 1972)

With the above in mind, I developed an experimental unit for a high school social studies class. The unit concerned deceptive and misleading words used in newspaper and magazine ads. I categorized the linguistic techniques--using specific printed advertising and discussed each technique with the word or words which made the ad deceptive or misleading.

Before actually discussing the specific techniques used in ads, we examined labels and scrutinized the words which could

mislead the consumer--"enriched," "new," "grade A," "economy size," "super,"...

1. The first category examined was the implied word. This technique deceives the reader by the impression it gives.

Dristan ad--"Do anything you darn well please without worrying about hayfever miseries and now I can chew on rag weed."

Lysol--"kills cold germs."

Implied words are particular marks for children in ads which sell toys--words like "speed hungry," "bug bomb," "sand stormer," "human doll." In some cereal ads the implication is given that by solely eating that particular product the child will be able to perform certain physical activities.

2. The claim technique is an extremely popular one. Words are used to tell half truths--"Official dentifrice studies reveal"--note the vague word "official." Excedrin is 50% stronger than aspirin--reduces swelling tissues." The claims can rarely be substantiated quickly before a purchase, and more often not substantiated at all. Words have been used cleverly to deceive the buyer and force him to make purchasing decisions on irrational and emotional basis.

3. Technical jargon is used to baffle and confuse. Products with names like "Kaopectate," "Sal Hepatica" and terms like sure "torque" are examples. In the latter case "torque" is used to mean sure grip--not causing skidding; in reality torque means the force required to tighten a screw or bolt.

4. To bait the reader with words is done frequently with ads saying "Win a trip to Hawaii" in large print and in rather insignificant small print a verbose description of the terms which must be met to win this trip. Another baiting technique is used by a health insurance company who offers a $600.00 a month pay-off for a relatively small premium. Upon reading the fine print shows the reader that the small premium is only for the first month. "Two for the price of one," "Buy one get one free" usually means jacking up the price of the one which must be bought.

5. Just as hyperbole is used in poetry so it is used in ads. How often the reader is approached with words like "whiter than white," "the smoothest," "the longest," "the brightest." Words which can be misleading, unreliable, but powerful.

6. A very clever deception is counter advertising. Here the advertiser used words to defend his product. Since there has been such a mass interest in ecology, this advertising technique has zoomed in popularity.

7. We examined guarantees with all their maze of words and secondary inuendos. We looked into guarantees which say "satisfaction or money back," "ten day trial," "lifetime guarantee," "guaranteed never to be undersold." We found how seldom consumers truly investigate guarantee claims.

In contrast we discussed the composition of good straightforward advertising.

We noticed that ads didn't have to be deceitful to be colorful and attractive. They could be based on facts and solid information. One particularly good one was a tooth paste ad which says, "How to get your kids to brush. Tell your kids about their teeth and foods which cause cavities." (truth not tricks) Further on in the ad it said--"is accepted by Dental Association to be an effective decay preventive dentifrice when used with regular professional help." How much more effective these so called honest ads are was not determined, but they did not try to exploit the consumer or force him to buy products on impulse.

The student will quickly be motivated by this unit. After we discussed the different categories, I divided the students into groups. I gave them the task of finding ads and identifying the linguistic technique used. There was much interacting and discussing before they each decided on an ad and the technique. The students were critically reading and defending their choices rationally. They were also enjoying themselves.

In summary, the outstanding factors in teaching this unit are:

1. The students are easily motivated for they are dealing with something they see and hear every day--advertising.

2. This unit can become the beginning of a broader view of critical reading and listening. Eventually the unit could continue into newspaper articles, political speeches, editorials, etc.

3. It is truly a way of using something relevant and useful to teach critical reading and decision making.

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Teaching Adult Reading: Some Readability Considerations
by Barbara Roewe

In his book The Measurement of Readability, George R. Klare lists certain relationships among readability variables. These factors, listed below, should be seriously considered by teachers interested in improving the reading of under-achieving adults.

| Language Factors | Human Factors | Reading Behavior |
|---|---|---|
| Word Frequency or Familiarity | Recognition Speed | Reading Efficiency |
| Word Length | Educational Level | Judgment of Difficult or Acceptability |
| Sentence Length | Special Reading Experience | Comprehension, Learning, or Retention |
| Redundancy | Memory Span | |
| | Set To Learn | |
| | Least Effort | |

Since Klare's publication in 1963, other researchers have become more "specialized" in their listing of factors that influence readability. John Bormouth, for example, lists the following factors (1968) that influence readability:

1. Word length
2. Morphological complexity (Analysis by E. B. Coleman (1966) yielded almost the same results as counting the number of syllables in a word.)
3. Abstractness (Permits counting nouns that referred to internal mental states.)
4. Frequency
5. Grammatical complexity
6. Syntactic depth
7. Modifier distance

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8. Transformational complexity
9. Contextual variables

The following two readability formulas, with their directions delineated, are recommended for use in evaluating reading materials assigned to adu ts:

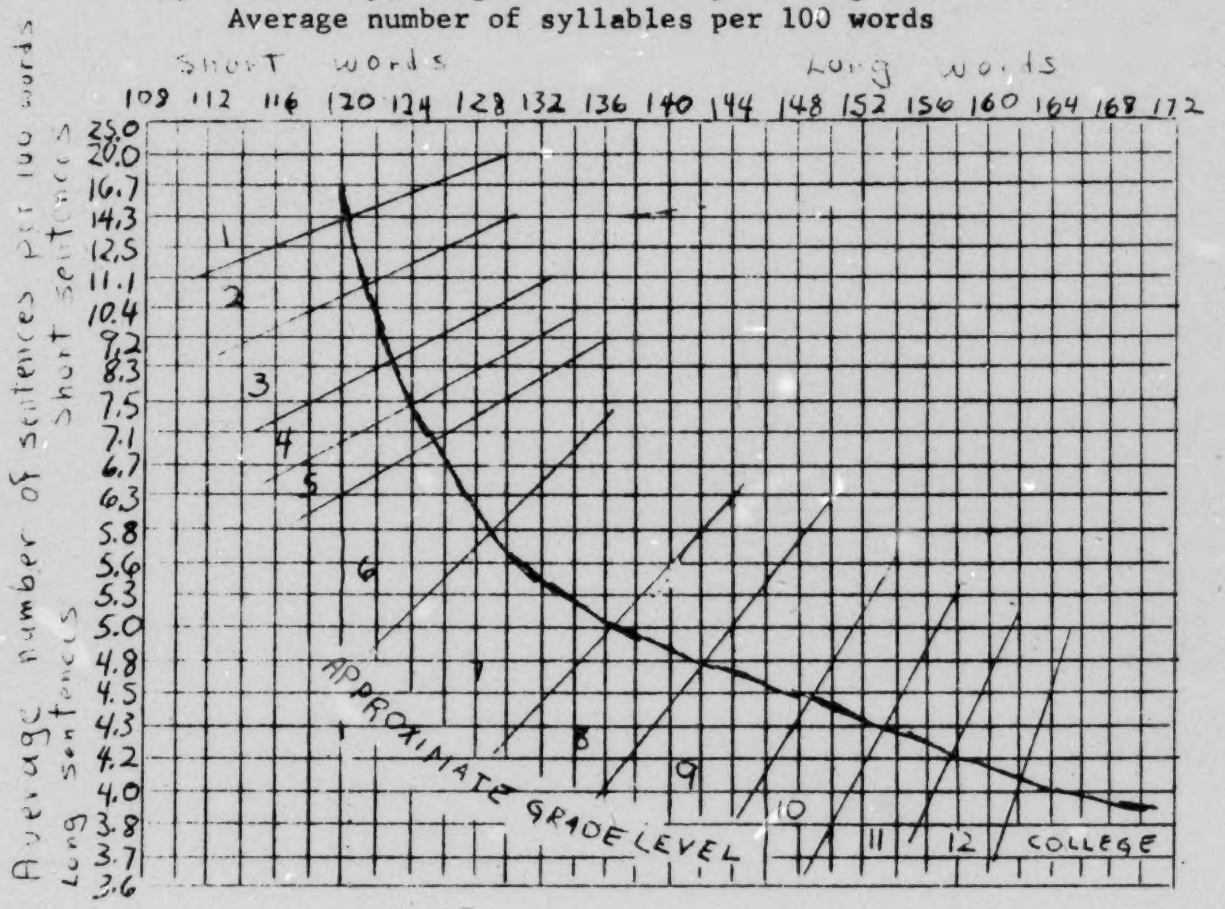
Fry Readability Formula

1. Select three 100-word passages at the beginning, middle and end of a book. Skip all proper nouns.
2. Count the total number of sentences in each 100-word passage estimating to the nearest 10th. Take the average.
3. Count the total number of syllables in each 100-word passage. Take the average.
4. Plot the two number on the Fry graph.

(Published in Journal of Reading, Edward Fry, April 1968, pp. 513-516.)

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center




Average number of syllables per 100 words

Smog Readability Formula

1. Count ten consecutive sentences near the beginning, ten near the middle, and ten near the end of the text to be evaluated.
2. In the thirty sentences, count every word of three or more syllables. Count numerals which when read, have three or more syllables.
3. Estimate the square root of the number of polysyllabic words by taking the square root of the nearest perfect squre.
4. Add three to the approximate square root. This gives the SMOG grade.

(Published in Journal of Reading, May 1969, Henry McLaughlin, pp. 639-46.)

Square Root Chart

| | | |
|---|---|---|
| $\sqrt{1} = 1$ | $\sqrt{25} = 5$ | $\sqrt{72} = 8.5$ |
| $\sqrt{2} = 1.4$ | $\sqrt{30} = 5.5$ | $\sqrt{81} = 9$ |
| $\sqrt{4} = 2$ | $\sqrt{36} = 6$ | $\sqrt{90} = 9.5$ |
| $\sqrt{9} = 3$ | $\sqrt{42} = 6.5$ | $\sqrt{100} = 10$ |
| $\sqrt{12} = 3.5$ | $\sqrt{49} = 7$ | $\sqrt{121} = 11$ |
| $\sqrt{16} = 4$ | $\sqrt{56} = 7.5$ | $\sqrt{144} = 12$ |
| $\sqrt{20} = 4.5$ | $\sqrt{64} = 8$ | |

Compiled by Barbara Roewe, April 10, 1972

The Cloze Procedure

This procedure was developed in 1953 by Wilson Taylor. Recent research has been conducted by John R. Bormouth, University of Chicago. To construct a cloze exercise, the teacher decides upon a passage from reading material to be used in the classroom. Every nth word is deleted. For textbook type material usually every fifth word is deleted. However, any consistent automatic deletion count is permissible as long as a total of fifty deletions are used. The first and last sentences are left intact.

Counting is begun with the first word in the second sentence. For readability purposes, a reader's score ranging from 44% to 57% correct is an indication that the material is on his instructional level. (Joseph W. Culhand, "Cloze Procedures and Comprehension," The Reading Teacher, Feb. 1970, Vol. 23, No. 5, pp. 410-11.)

An Example of a Passage for Use with the Cloze Procedure

("How Communism Differs From Socialism," Problems of Democracy by Edna Bohlman and Herbert Bohlman)
Every 8th word deleted.

At this point, it is important to distinguish between communism and other forms of socialism. In general, socialism refers to a doctrine _____ advocates public rather than private ownership of _____ nation's economic resources. Under a Socialist economy, _____ overall allocation of resources is made by _____ government (or other public agency), rather than _____ private individuals.

The idea of public ownership _____ an old one, dating back to the _____ century or earlier. However, the modern Socialist _____ developed in Europe around the beginning of _____ nineteenth century. In the 1820's and 1830's, _____ leaders such as Charles Fourier and Robert _____ encouraged the establishment of "ideal" communities where _____ economy based on common ownership of property _____ be tried out. A number of such

_____ in communal living were started in the _____ States--New Harmony, Indiana and Brook Farm, _____, for example. Virtually all of these experiments _____ socialism ended in failure within a generation _____ two.

Communism is a form of socialism _____ that it, too, seeks to establish public _____ than private ownership of economic resources. For _____ reason some people think of socialism and _____ as one and the same. However, if _____ are to use these terms correctly, some _____ important distinctions should be made. In the _____ place, as communism has evolved today, it _____ as much a political as an economic _____. And it is in the area of _____ theory and practice that Marxian socialism (i.e., communism) _____ sharply from hhe socialism of, for example, _____ Europe and Scandinavia. The leaders of Socialist _____ in the Western democracies are dedicated to _____ of political liberty, human dignity, and equality _____ law. They advocate gradual socialization through peaceful, _____ means and payment of compensation to those _____ property is nationalized (brought under public ownership). _____ on the other hand, advocate the forceful _____ of existing social and political institutions and _____ establishment of the "dictatorship of the proletariat." _____ practiced in all existing Communist states, the _____ of the proletariat has meant establishment of _____ totalitarian regime in which an individual

dictator _____ small group of men rule with absolute _____. Political liberty as well as private economic _____ has been destroyed under communism.

It should _____ be pointed out that present-day Socialist parties _____ countries such as Britain, Austria, Sweden and _____, generally advocate bringing under public ownership only _____ key industries, such as transportation and steel. _____ property and individual enterprise would be preserved _____ large measure.

Correct answers are listed in the appendix.

Some Possibilities of the Cloze

1. The "cloze" has the potential to assess the readability of a particular book for a particular student. The classroom teacher could construct a 50 deletion "cloze" test and score it for exact words. If less than an independent level was obtained, it could be scored a second time crediting synonyms and appropriate substitutions as well as exact words for the first 20 deletions.

2. Using the "cloze" for readability is just a starting point. A greater potential may be as a device to stimulate interaction among students in a class. Young people could be given a "cloze" passage after which their reasons for selecting different answers could be discussed in small groups.

3. "Cloze" type passages could possibly be constructed with certain word clusters deleted for the purposes of developing the skills of surveying, scanning, and skimming.

4. "Cloze" passages might be used for assessment of growth after a unit of study has taken place. It would be imperative that synonyms and appropriate substitutes be accepted.

## Some Readability Considerations: A Conclusion

The following quote, taken from Postman's and Weingartner's book, Linguistics (p. 35), typifies how teachers of under-achieving adults must act, if they are to be effective:

> The only lasting way to make students better users of language is to help them become good observers of how language works. This, after all, is the first step in our becoming good at anything. First, of course, we must be interested in becoming "expert" in whatever it is--in this case, language. Then, if we solicit assistance from an expert we find that he is instructing us in how to observe differences that make a difference. Expertise, we all know, consists mainly in being able to observe differences that the non-expert fails to note. "It's all the same to me," says the novice. In other words, the process of becoming a master of any human skill, on any level of behavior, consists essentially of being able first to observe and then to act on differences that make a difference. The most sophisticated kind of expert is one who knows which differences to ignore--which differences do not make any difference. This ability is what produces the impression of "ease" in any expert performance; no energy is wasted on the irrelevant. For such reasons as these, then, the first step in training students to become more expert users of language is to refine their abilities at observing real language in actual use, with particular attention to differences that make a difference.

### Suggested Readings

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## Review of Visitations

### Laurel, Delaware

Laurel Adult Basic Education Center
Teacher: Ms. Cora Selby

Fifteen members are enrolled in this Center, with five preparing for the G.E.D. The other members are working in general areas for review. Students do different kinds of activities, and within various groups. Ms. Selby encourages much independent reading. The Holt Adult Basic Education Series and Proudly We Hail by Houghton Mifflin Company are very popular with the students. Parts of these books are used for informal discussion. The Center is in the process of ordering more paperbacks of a similar nature.

Class meetings are held Tuesday and Thursday evenings from 7:00 to 9:00 p.m. in the West Laurel School Library.

### Dover, Delaware

Capital School District
Teacher: Mr. James Barbar

Mr. James Barbar, besides putting into practice many of the strategies taught during the Institute, published an article titled "Johnny Mechanic" in the American Vocational Journal.

Dover Air Force Base High School
Teacher: Ms. Nettye Evans

Ms. Nettye Evans has been implementing a number of reading programs, using literature to teach specific reading techniques. Themes dealing with contemporary social problems, time, death, and love have also been developed.

Lancaster, Pennsylvania

Adult Enrichment Center
Teacher: Ms. Elizabeth Carter

Ms. Carter explained how 35-40 adults use the Enrichment Center each day. Most receive individual instruction. There are not specific classes but programmed resources for many minorities, especially Blacks and Puerto Ricans. Anyone who wants to attend classes, she stated, were invited to do so.

The Center, under the control of the Lancaster School Board, receives Federal support, which enables the Center to buy many aids, such as slide projectors, tape-recorders, opaque projectors, and other kinds of audio-visual material.

Conestoga Valley School District
Teacher: Mr. Nelson R. Glatfelder

Mr. Glatfelder, at present, is helping to meet adult reading needs through the intermediate county plan in Pennsylvania. In addition, the present ABE programs are being extended to include classes four times a week.

Besides working with a wide range of adults, Mr. Glatfelder, who is reading consultant for the Conestoga Valley School District, works with some Amish students, in four one-room school houses.

Arlington, Virginia

Adult Education Center, Thomas Jefferson Annex, and Langston Hughes School
Teachers: Ms. Dora (Moore) Martin and Ms. Phyllis Costley

These two participants specialize in giving students reading activities through the most practical kind of everyday living

experiences. Beauty culture, home art, and economics are taught to over 80 students, with reading materials, such as the Grolier Consumer Education kit used for lessons. Many reading skills and learning activities are taught through group process, teacher-student interaction, and the language-experience approach. Students make booklets to share with one another, and the teachers chart their progress.

# Teaching Reading to Disadvantaged Adults: A Summary of Strategies

William S. Palmer, Ph.D.

A number of adult educators are conscious of the need to be more knowledgeable about intelligent reading instruction. Moreover, they understand the need for more constructive individual practices and procedures than the "how-to-do-it" pre-packaged materials and speed machines, so frequently used in present programs. Commercial materials should not be the sole determining factor of what "reading" is to be taught to disadvantaged adults. Instead, instructional efforts should be shaped according to vocational, social, emotional, and educational needs so that the adult can see immediate relevance between the instruction he received and its practical application to the demands of daily living.

The Language-Experience Approach to reading provides a fresh method of attacking the adult's failures and frustrations in learning. This mode of teaching works this way: The adult shares experiences both orally and in writing, thereby indicating the nature and degree of his vocabulary, particularly in reference to his occupational needs. The teacher assists the adult in his functional use of language. Individual and group-dictated experiences are transcribed, serving as a source of reading. The instructional program builds upon the adult's natural use of

language, his word-attack ability, syntax, grammar, and spelling--and it does so on a refining basis, the pace being determined by each individual's ability to grow. Hence, this method of teaching reading provides teachers with a means of bridging the gap between the adult's own language, experiences, and thinking and the written or printed word. The six step outline that follows serves only as a guide for teachers in Adult Basic Education interested in activating such a reading program.

1. ORAL LANGUAGE DEVELOPMENT: TASK SETTING ASSIGNMENTS

Disadvantaged adults need many opportunities to listen to one another, to discuss and modify their language and behavior, to make comparisons and to formulate conclusions--to see the value in alternative choices. By asking students to explain daily work tasks to one another, teachers generate not only interest and a relevant content for a reading course, but also many significant questions in response to the tasks set. Functional definitions of words can be redefined through group interaction. Omitted information can often be supplied when a student falsely assumes what he first said orally about his task is complete enough for listeners to understand. Through peer and teacher interaction, meaning can be extended and new concepts crystalized. As the adult seeks to explain his task as thoroughly as necessary, he increases

not only his ability to think critically, but also his linguistic and semantic capacities.

Adults should decide for themselves, however, the tasks they are to explain aloud. Group visits to each other's work sites, when necessary and possible, facilitate oral elaboration and interaction. Adults share directly the materials, machines, and supplies necessary for carrying out particular tasks in specific trades. In addition, they often gain more than just the opportunity for greater understanding. Indeed, there is also the likelihood they will gain a greater respect for each other's specific area of specialization.

There are, nevertheless, certain tasks most work-centered students share in common, regardless of pursuit in different areas of interest. Teachers should balance the kinds of oral tasks assigned, encouraging as well the elicitation of information on a variety of general tasks most adults meet at some time in life and work.

## 2. GENERAL AND TECHNICAL VOCABULARY

The adult compiles a personal glossary of technical and general terms used in his vocational experiences. These words, often polysyllabic, are written in syllables by the teacher, observed by the adult, sounded out, and later used for the adult's

spelling list. Technical dictionaries are used, when necessary, to check pronunciation, accent, and meaning. Through joint efforts the adults themselves can often contribute the correct pronunciation and functional meaning of the words by extending and reshaping each other's oral contribution, with the teacher guiding the learning situation. Adults develop together, then, concepts behind words, a greater word consciousness, and new ways of attacking unfamiliar words.

### 3. WRITING SENTENCES AND PARAGRAPHS

Once adults begin volunteering meanings of words, the teacher writes down their oral sentences and illustrations. Sometimes, adults use words too generally in context, assuming that enough information was presented to make the use of the word clear. Comparisons are made among their first attempts to extend meaning in sentences. After more discussion, adults write revisions to their oral contributions. The teacher, in turn, mimeographs the sentences for follow-up discussions. Adults are asked to read their written responses, to be sure they reflect the logical meaning that was intended, and as clearly as possible. After more practice in the use of technical and general words in written sentences, adults move on to the use of words in a larger context--the paragraph.

Many less capable adults write paragraphs bare of modifiers, and with few complex grammatical elements. Their restricted use of structure does not mean that their language is haphazard stuff, unadjusted to its use. What it does mean is that their language is restricted in its representation. They can be taught to expand expressions in writing, nevertheless, and without formal knowledge of grammar. Complex structures can be thought of as "additions" to more simple patterns adults tend to produce in writing. Making use of these additions, adults can be taught to expand their base sentences into more "sophisticated" forms. Signal words, capapble of generating different kinds of syntactic structures, are needed, however. By referring to these words, adults put into practice the rich resource in language they may have failed to use before.

Note some typical signal words that follow.

| | | |
|---|---|---|
| behind | where | across |
| when | down | toward |
| even though | because | that |
| while | although | so that |

Now note this adult-written sentence: The mechanic reparied the car. By making use of the listed signal words, an adult rewrote the above sentence, making the following additions: Because the boss was on his back, the mechanic reparied the car, so that he would stay in good standing.

Adults write and read many sentences, followed by cycles of re-writing and re-reading--all activities provoking thought. Throughout the exchange of ideas with teachers, adults suggest simple but significant ways for improving their written expression of thought. Furthermore, they use their own language, expressions, and terms to recommend readjustment in form, the qualifying of thought, the rephrasing and re-arranging of muddled expressions, and sentence-combining possibilities.

In the give and take of this trial and error process, adults on their own may not think of a number of possible writing trials. When they do not, the teacher suggests alternatives, but only when the adult response is limited or lost in irrelevancies. Students read and rewrite, adding more information when necessary, using correct technical terms to extend meaning, sequencing events in the most meaningful order. Hence, the qualifying of thought and the elaboration of structures are considered, and together. This kind of group revision becomes an extension of initial sentence practice--a way of bringing writing and reading experiences into operation, and in a meaningful manner.

Adults, then, have an opportunity to search for meaning, arrangement, structure, and form. Once the making of sentence additions is familiar to them, adults write, read, and revise sentences and paragraphs extensively, and often about their career

training. Moreover, they refer to sentences and paragraphs in trade journals and texts, to observe how professional writers similarly succeed at their written work.

## 4. SPELLING

Spelling lessons consist of words the adult meets in his everyday experiences. Words are selected from textbooks, magazines, and journals the adult uses in his area of specialization, and from dictated and/or written experiences.

Similar to the vocabulary approach, spelling words are syllabified for adults to observe and study--and on an individual basis. Adults concentrate on retaining how the word in smaller parts (syllables) fit together to form the structure of the whole word. When appropriate, teachers develop the adult's knowledge of prefixes, suffixes, root words, synonyms, antonyms, and homonyms. Often the variation in use of verb forms are taught as part of the spelling lesson. Such spelling considerations are enhanced through the use of general and technical dictionaries, with their multiple purposes put to positive practice. Spelling "demons," words commonly misspelled by many people, are likewise dealt with on an individual basis, and primarily when they appear as misspellings in the adult's writing activities.

## 5. EXTENSIVE WRITING

Adults share in writing daily experiences in life and work. They write about themselves, their families, holidays, weekends, and jobs, combining personal events in their lives with techniques of writing. Methods of written elaboration are taught early in the instructional program, during sentence and paragraph development. Now adults learn to organize information in writing--to sequence, list, compare and contrast. They write, discuss and revise papers that develop a variety of topics.

Working within small groups, adults ask one another how to spell difficult words and for suggestions in expressing complex ideas. They question each other about what punctuation is needed and where. They extend orally information they put into written form. They spot technical and mechanical errors, such as putting titles in quotations, correcting run-on sentences, fragments, and misspellings. But more important, they learn to question "sentence sense." When syntax is weak and expression awkward, they ask "what was meant" and for "more information."

The teacher acts as overseer, suggesting additional information when necessary. He also correlates literary themes with work experiences that occur and could occur in a variety of job situations. After reading poetry, for example, adults relate poems to personalities, problems, and prejudices they may encounter in the world of daily work. Then, they practice creative writing tasks,

pivoting onto paper their personal stories, reports, and own attempts at poetry.

## 6. INDEPENDENT AND GUIDED READING

The materials written by adults are reproduced by the teacher, to be read by the students during instruction, and sometimes independently. Adults are assigned other independent reading, and from a wide selection. For example, they can choose to work in a reference book or text related to their job area. Or they may choose to read selections in a wide variety of trade journals and magazines. Teachers guide adults in their selection of reading material, keeping the selections consistent with the adult's readability level.

The teacher, nevertheless, guides the adult when necessary. Study guides are prepared from such reading sources as newspapers, graphs, charts, and advertisements. In addition, problems of the world are explored. Automation, pollution, survival and other universal concerns are covered, with the study guide used to help the adult pinpoint information, to justify personal responses in reading, and to move from one level of cognition in reading to another. Orally, adults predict conclusions, amend and reply to one another's responses, and refer to specific words and sentences in their reading selections. Moreover, they are instructed to

set purposes in reading, making use of picture, title, and context clues. Adults also respond to a reading experience by writing, constructing their own questions to ask one another.

Imaginative and functional literature serves as another source of reading, for within literature there are themes devoted to variations of human nature and the influence of diverse cultures on our pluralistic society. Teachers employ a certain amount of bibliotherapy, searching for books with patterns, plots, characters and experiences similar to those the adult shares. The disadvantaged adult gradually learns to search for identity and behavior patterns.

Through the synthesis of these six steps in reading, the disadvantaged adult soon realizes that there must be--and that there can be--far better ways for him to serve his goals.

## Correct Answers for "How Communism Differs From Socialism"

1. which
2. a
3. the
4. the
5. by
6. is
7. second
8. movement
9. the
10. Socialists
11. Owen
12. an
13. could
14. experiments
15. United
16. Massachusetts
17. in
18. or
19. in
20. rather
21. this
22. communism
23. we
24. very
25. first
26. is
27. movement
28. political
29. differs
30. Western
31. parties
32. principles
33. under
34. constitutional
35. whose
36. Communists
37. destruction
38. the
39. As
40. dictatorship
41. a
42. or
43. authority
44. freedom
45. also
46. in
47. Denmark
48. certain
49. Private
50. in